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*Is for Elementary Specialization and # for Secondary and Senior Secondary Specializations

Programme Learning Outcomes (For M.Ed. Programme)

1. To understand the Socio-economic-cultural background and academic competency of entrants to B.Ed. course.
2. To master the methods and techniques of developing competencies, commitments and performance skills of teachers.
3. To explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.
4. To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would be secondary teachers for the same.
5. To understand, in the light of recent global developments, the new thrusts in education, and the ways and means to inculcate intellectual, emotional and performance skills among secondary and senior secondary pupils "the Global citizens of tomorrow"
6. To imbibe in them attitudes and skills required of "life-long learners" "On the ICT influenced world" of today and tomorrow.
7. To acquire the skills required of a 'consumer' and 'practitioner' of educational research and innovations.
8. To develop experts of curriculum, pedagogy and evaluation for elementary, secondary and senior secondary education.


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COURSE LEARNING OUTCOMES FOR M.Ed. PROGRAMME

SEMESTER-I

PC-01 - PSYCHOLOGY OF LEARNER

Course Objectives:

1. To enable students to understand the nature, concept and principles of educational psychology as an applied discipline with its own scientific methods and approaches
2. To acquaint learners with nature and processes of development and assessment of various traits and abilities, appreciate common characteristics, educational needs and behavioral problems of learners at successive stages of development from childhood to adolescence to adulthood.
3. To familiarize students with the structure, functioning, and development of personality and their implications for education.
4. To make them know and appreciate the need value of organizing different educational programmes to suit the needs and demands of special children.
5. To understand the emotional behavior and balances their emotions.

PC-02 - PHILOSOPHY OF EDUCATION

Course Objectives:

1. Knowing the meaning of philosophy and philosophical foundations of education.
2. Understanding the nature and functions of philosophy of education.
3. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
4. Understanding and use of philosophical methods and in studying educational data.
5. Developing philosophical insight for resolution of educational issues.
6. Critical appraisal of contributions of great educators to education and society.
7. Comparing partially and holistically concepts of education between/among various philosophical schools/traditions.

TE-01 - PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

Course Objectives:

1. To develop in the student understanding of the concept, objectives and principles of teacher education.
2. To acquaint the student with the innovative practice in teacher education.
3. To develop in the student professional ethics and commitment to the profession.
4. To acquaint the student with different agencies of teacher education in India and their rules and functions.
5. To acquaint the student with the system of teacher education in one of the developed countries.
6. To acquaint the student with the role of professional organization of teacher educators.
7. To help the student to understand major issues and problems of teacher education.
8. To acquaint the student with the research orientation in a teacher education program.
9. To enable the student to understand the need for continuing education of teachers and teacher educators.
10. To enable the student understand planning, administration and financing of teacher education.

TC-01 - RESEARCH METHODS AND STATISTICS

Course Objectives:

1. To understand the concept of research and Educational research.
2. To understand the types and methods of Educational research.
3. To understand the steps involved in Educational research.
4. To understand the Procedure to conduct the research in the educational field.
5. To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.
6. To examine the role of research tools in a research study.
7. To develop the skills in preparation of a research tool.
8. To understand the role and use of statistics in educational research.
9. To understand the uses of NPC and its implication in the area of research.
10. To review the educational research articles.
11. To convey the essential characteristics of a set of data by representing in tabular and graphical forms.



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Inter semester Break-1

Standardization of research tools: Research Dissertation

The dissertation is a compulsory 10 credit component of the MED programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and process involved there in. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (Le the thesis) is important, the process through which it is arrived at is equally. (if not more) significant. This makes a case for this component to be guided or mentioned closely by a faculty mentor.

Various skills that are expected to be developed through this component include articulating and formulating a research problem and research questions, designing a plan to study it executing the plan(Which includes engaging with the relevant body of literature and theory) analyzing and writing the findings in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay). The dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses.

The final dissertation may be submitted at the end of the semester four of the programme. As the proposal has been already approved it is advisable here to stress on Research tool preparation. Thus the inter semester Break-I comprises of developing and standardizing the research tools. This covers selection of the items, item analysis reliability, validity, discriminating index, difficulty index, scoring procedure, blue prints, and try outs related activities. The Evaluation in this area consists of final presentation of the research tools and approval by the team of experts internally.



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SEMESTER II

PC-03 - PSYCHOLOGY OF LEARNING

Course Objectives:

1. To help students understand the implications of various psychological theories for education.
 2. To familiarize students with the different methods of learning theories.
 3. To make the students work with different learning theories and its implications.
 4. To make them know and appreciate the need and value of organizing different educational programmes to suit the needs and demands of special children.
 5. To understand the emotional behavior and balances their emotions.
 6. To understand the process of adjustment and stress management.
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PC-04 - SOCIOLOGY OF EDUCATION

Course Objectives:

1. To acquaint students with sociological perspectives and concepts that deal with key aspects of Social reality relevant to the study of education.
 2. To enable students to understand how the "Education "is embedded in social structure and culture.
 3. To enable students to understand education as a social institution and its complex linkages with other major institutions.
 4. To enable students to understand educational problems and issues related to educationally excluded/disadvantaged groups, deriving out of intersections of gender, caste, class, culture, ethnicity, disability.
 5. To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.
 6. To apply the knowledge towards the promotion of national integration and international understanding.
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PC-05 - EDUCATIONAL TECHNOLOGY AND ICT

Course Objectives:

To enable the students

1. To develop an understanding of the concept of educational technology.
2. To develop an understanding of the importance and need of communication through ICT.
3. To develop skills of using educational and communication technology in classrooms.
4. To develop an understanding of the concept of instructional system.
5. To develop an understanding of the importance and need of instructional system design.

6. To develop awareness of process of different instructional strategies. To make the learners skilled in using different instructional models
7. To develop an understanding of the concept of ICT in education.
8. To develop an understanding of the new trends and technology in ET and ICT.

TC-02 - RESEARCH METHODS AND ADVANCED STATISTICS

Course Objectives:

To enable the students

1. To review the educational research articles.
2. To use the library Internet services and other sources of knowledge for educational research Purposes
3. To explain the importance of documentation and dissemination of researches in education.
4. To understand the role and use of statistics in educational research.
5. To examine relationship between and among different types of variables Of a study
6. To understand the essential of a research proposal and how to write it.
7. To select the appropriate statistical methods in educational research
8. To explain or predict values of a dependent variable based on the values of one or more Independent variable
9. To test specific hypotheses about populations based on their sample data
10. To use appropriate procedures to analysis qualitative data
11. To demonstrate competence in the use of statistical packages for analysis of data
12. Use computer for data analysis

SEMESTER-II

INTERSHIP- INTERSHIP IN A TEACHER EDUCATION

INSTITUTION

The Internship has been conceptualized in two parts or 2 credits each. First parts involves a compulsory attachment with a teacher education institution during the semester II. The second involve interning at/associating with a field site relevant to the area of specialization to be held during Semester-III. The internship will be for durations of three to four weeks each.

The internship should be structured around some focused tasks or projects which students may design (in consultation with faculty and field coordinators)prior to going to the host organization these tasks may converge in a short field report on the basis of which a part of assessment may be done A students's regularity, engagement in the field sites ,and discussions with mentors (during pre-planning and During and after the internship)should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (filed mentortogether guide groups of (3to5)students. Adequate

Handholding should be provided to the students such they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organizing the internship.

Inter Semester Break-II

Proposal Writing: Research Dissertation

The dissertation is a compulsory 10 credit component of the M.Ed. programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved there in. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research thus, while the product or the outcome of this component (ie the thesis)is important, the process through which it is arrived at is equally (if not more) significant. This marks a case for this component to be guided or mentored closely by faculty mentor.

Various skills that are expected to be developed through this component include, articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory (ies)), analyzing and writing the findings in an academic fashion, and presenting the work [However, this dissertation should not be seen as implying that the dissertation must be field- based. It may be a long essay/Treatise. The dissertation should preferably be in the area of specialization that a student's opts or in the areas introduced in the perspective courses.

While a dissertation may be submitted at the end of the Semester 4 of the programme the process of arriving at it should begin early on, ideally in the Semester 2 on words. This also means that the assessment of this component should be spread over various stages in this process, viz., developing a research proposal, presenting it, conducting the dissertation and presenting it in a viva-voce situation. All these stages should be given due weightage in the assessment on the dissertation.

The Inter Semester Break-II comprises of developing a Research proposal. This covers selection of appropriate Problem Area of Study and writing the proposal in the Appropriate Problems Area of Specialization. The Evaluation in the area consists of Proposal Presentation and approval and by the team of experts internally.



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SEMESTER III

Special Paper - Elementary Education

SPE-01 - PERSPECTIVES IN ELEMENTARY EDUCATION-I

Course Objectives:

On completion of this course, students will be able to:

1. Understand the context of elementary education.
 2. Understand the structure of elementary education.
 3. Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary education(UEE)
 4. Discuss the development of elementary education in India since independence.
 5. Reflect on the relevance of strategies and programs of UEE.
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Special Paper - Elementary Education

SPE-02 - PERSPECTIVES IN ELEMENTARY EDUCATION-II

Course Objectives:

On completion of this course, students will be able to:

1. Understand the basic curriculum of elementary education.
 2. Understand the techniques of assessment at elementary education
 3. Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary education(UEE)
 4. Discuss the development of elementary education in India since independence.
 5. Reflect on the relevance of strategies and programs of UEE.
 6. Discuss the success of SSA (Sarva Shiksha Abhiyan) and DPEP (District Primary Education Program) for elementary education.
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Special Paper - Secondary and Senior Secondary Education

SPS-01 - PERSPECTIVES IN SECONDARY EDUCATION-I

Course Objectives:

On completion of this course, students will be able to:

1. Understand the context of secondary education.
 2. Understand the structure of secondary education.
 3. Understand the concept, objectives, rationale, and challenges in secondary education.
 4. Discuss the development of secondary education in India since independence.
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Special Paper - Secondary and Senior Secondary Education

SPS-02 - PERSPECTIVES IN SECONDARY EDUCATION-II

Course Objectives:

On completion of this course, students will be able to:

1. Understand the basic curriculum of secondary education.
 2. Understand the techniques of assessment in secondary education.
 3. Understand the concept, objectives, rationale, challenges, and extent of success of Quality Secondary Education (UEE).
 4. Reflect on the relevance of strategies and programs of UEE.
 5. Discuss the program implementation of RMSA (Rashtriya Madhyamik Shiksha Abhiyan) for secondary education.
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PC-06 - PRINCIPLES AND PRACTICES OF CURRICULUM DEVELOPMENT

Course Objectives:

To enable students:

1. To understand the underlying basis, principles and intricacies inherent in the structure of a sound curriculum and the various forces and considerations involved which must be taken into account when developing a curriculum.
 2. To understand the foundations of curriculum development.
 3. To be acquainted with various curricular types and their designs, process and construction.
 4. To know about curricular content, curriculum implementation, and evaluation.
 5. To know and understand issues, trends and researches conducted in India in a area of curriculum and curriculum development.
 6. To design and develop a curricular framework with given objectives in a particular field of formal study.
 7. To understand the concept and principles of curriculum development.
 8. To understand and appreciate curriculum as a means of development of the individual.
 9. To appreciate the need for continuous Curriculum reconstruction.
 10. To develop skills in framing curriculum for subjects of teaching, analyzing curriculum.
 11. To analyze teaching-learning process and developing course contents in the subjects of teaching
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PC-07 - HISTORY AND POLITICAL ECONOMY OF EDUCATION

Course Objectives:

1. To acquaint the students with the general development and progress of education prior to independence.

2. To acquaint the students with the general development and progress of education after independence..
3. To enable the students to assess and evaluate various "plan efforts" (V Year Plans) Put into effect from time to time.
4. To enable the students to understand the concept and meaning of problems of Education (Social, economic, political).
5. To enable the students to understand the various problems of education at different stage (Primary, Secondary, Higher Secondary, Higher education, Vocational, women, Handicapped) with special reference to different commissions and committees.
6. To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
7. To enable the students to understand the related to the policies of Government and to find out remedies.
8. To acquaint the students with the relationship between the financial support of education and quality of education.
9. To develop familiarity with the various sources of financing education in India.
10. To enable the students to locate human and material resources and utilize them to the maximum benefit for education.

SEMESTER - III

Internship in the Area of Specialisation

The internship has been conceptualised in two parts or 2 credits each. First part involves a Compulsory attachment with a teacher education institution during the Inter Semester II. The second part involves interning at/associating with a field site relevant to the area of specialization in Semester III. The internships will be for durations of three to four weeks each. It is suggested that the institutions develop a network of partner organizations where the students can intern. The host organizations may help in designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

Further, level based specializations (such as ECCE, Elementary, Secondary and Tertiary) would necessitate that the internship for students with these specialization are organized in institutions at the relevant level only. For Example, Students with specialization in elementary education will be placed in Elementary School / Elementary Teacher Education Institution, those with secondary education will be placed in Secondary School/Secondary Teacher Education Institution.

This also implies that the internship should be structured around some focused tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organization. These tasks may converge in a short field report on the basis of which a part of assessment may be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored

component whereby a faculty and a member from the host association (field mentor) together guide group of (3 to 5) students.

Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organizing the internship. The Evaluation comprised of Internal Assessment of 50 marks.

INTER SEMESTER BREAK- III

Tool Course

Research Report writing

This component comes under Tool Courses of the program. The research report writing component is meant to focus on questions such as What are the different kinds of writings and writing styles? What are the essential requirements of research report writing or dissertation writing? What are the different parts of a research report and go forward in writing them? What distinguishes a good research report writing from others? What are review sources and how to refer to them? How to cite a source, Paraphrase and acknowledge the source? How to edit one's own writing? How to write the references? How to refer a web Search etc? This component is also evaluated internally through presentation and assignments and projects.

The Evaluations in the above Area is totally internal and a criterion for making has to be chosen by the teacher concerns

SEMESTER IV

Special Paper - Elementary Education

SPE-03 - EARLY CHILDHOOD CARE AND EDUCATION

Course Objectives:

On completion of this course, students will be able to:

1. Understand the need and significance of early childhood care and education.
2. Understand the policy perspectives on ECCE in India and world..
3. Understand social and personal development of children (3-6 years).
4. Understand the quality dimensions i.e. curriculum, Programmes and work force for ECCE
5. Develop Knowledge and skills for research and Evaluation in ECCE and Training of personal.

Special Paper - Elementary Education

SPE-04 - CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION

Course Objectives:

On completion of this course, students will be able to:

1. Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
 2. Reflect on the need and importance of work experience, art education and health and physical education.
 3. Understand the importance of teaching of language and mathematics at elementary level.
 4. Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level
 5. Develop research insight for curriculum development in elementary education.
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Special Paper - Elementary Education

SPE-05 - ELEMENTARY TEACHER EDUCATION

Course Objectives:

On completion of this course, students will be able to:

1. Gain insight into the need and objectives of elementary teacher education.
 2. Understand the development of elementary teacher education in post-independent India.
 3. Gain insight into the existing pre-service teacher education programmes and their organizational aspects.
 4. Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education,.
 5. Develop understanding of status of elementary teachers and the problems and issues related to professional growth.
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Special Paper - Secondary and Senior Secondary Education

SPS-03 - SENIOR SECONDARY EDUCATION

Course Objectives:

On completion of this course, students will be able to:

1. Understand the need and significance of senior secondary education
2. Understand the policy perspectives on higher secondary education in India and world.
3. Understand social and personal development of adolescent learners
4. Understand the quality dimensions i.e. curriculum, programmes and work force for secondary education.

5. Develop knowledge and skills for research and evaluation in senior secondary education and training of personal.
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Special Paper - Secondary and Senior Secondary Education

SPS-04 - CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY AND SENIOR SECONDARY EDUCATION

Course Objectives:

On completion of this course, students will be able to:

1. Develop an Understand of under lying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
 2. Reflect on the need and importance of work experience, att education, health physical education and working with the community.
 3. Understand the importance of teaching of language science and mathematics at secondary level
 4. Develop the capability to use effectively various methods and approaches to teaching learning of various subjects at secondary level
 5. Develop research insight for curriculum development in elementary education
 6. Understand the nature and uses of different types of tools and techniques of evaluation in education.
 7. Acquire the skill to construct the achievement and diagnostic tests
 8. Administer the tests interpret the best scores and its implication to students and parents
 9. Undertake action research and interpret the results.
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Special Paper - Secondary and Senior Secondary Education

SPS-05 - SECONDARY AND SENIOR SECONDARY TEACHER EDUCATION

Course Objectives:

On completion of this course, student-teachers will be able to:

1. Examine the nature and objectives of teacher education.
2. Critically examine the growth and development of teacher education in the country.
3. Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
4. Critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of teacher Education.
5. Develop understanding of various strategies of teacher, professional development
 - a). Gain insight into the status of teacher in-service education in the country
 - b). Develop understanding of the process of in-service education



6. Use various methods and techniques for the identification of training needs
 - a). Use various techniques for the evaluation of in-service education programmes,
7. Reflect on issues, concerns and problems of teacher in-service education of the teachers.
8. Appreciate the role of ICT in professional development for teachers.

SEMESTER-IV

Research Dissertation

The dissertation is a compulsory 10 credit component of the M.Ed. programme. A dissertation is distinguished from other writing assignment in the programme on the basis of the expectations and processes involved therein. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses), and research. Thus, while the product or the outcome of this component (ie. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor.

Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study executing the plan (which includes engaging with the relevant body of literature and theory (ies), analyzing and writing the finding in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay/treatise. The dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses

Semester 4 of the programme, is where the student has to submit the final dissertation for which he/she has initiated the work from Semester 2 onwards. After the preparation of the proposal and also the research tools, at this semester they will be developing the first draft, finalize the dissertation and present it in a viva voce situation. All these stages should be given due weightage in the assessment of the dissertation.



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